Figure 5.6: Data Team Template Example

Date:	
Teacher Name and Grade Level:	Subject and Unit, Section, and Topic:
Ruiz and Green ninth-grade English language arts	Argumentative Writing

Assessment and Criterion for Proficiency (for example, 80 percent of questions correct—3 or higher in all areas)

Learning Targets:

- I can organize and explain my ideas in writing.

- I can analyze text for a valid argument, reasoning, and evidence.

*Students must score a 2 or 3 to demonstrate mastery.

Collect and Chart Data

Far Below	Below	Near Proficient	Proficient	Above
1	1	9	16	14

Analyze Students' Strengths and Obstacles (Error Patterns, Misconceptions)

Strengths	Obstacles
Identifying a claim	Students are having difficulty determining valid reasons that support claims.

Action Plan and Timeline: What specific strategies will we try?

Far Below	Below	Near Proficient	Proficient	Above
Topic: Why students should be paid for good grades. Student provides three reasons why and three facts to support argument in audio or video recording.	Students use a graphic organizer that provides sentence stems *I believe* and *because* for claims and evidence.	Using a real-life situation, students work in groups and provide an argument , including claims and evidence.	Provide topic with two stances: argument and persuasion. Students identify the stance and explain why.	Use text and have students identify the relevant and irrelevant claim and evidence.

Reassessment Plan: How and when will we reassess to monitor progress?

Far Below	Below	Near Proficient	Proficient	Above
Day 2: Students listen to text or watch video and list claims and evidence by writing or using graphic representations.	Day 2: Students use a graphic organizer to structure claims, reasons, and evidence into paragraphs.	Day 2: Students write one to three paragraphs about a given topic with an argument, including claims, reasons, and evidence.	Day 2: Students use a clear opening and supporting and closing paragraphs to make an evidence-based claim.	Day 2: Students choose a text selection from a given list and present the evidence-based claim and counterclaim to the class.

Source: Adapted from Rogers, P., Smith, W. R., Buffum, A., & Mattos, M. (2020). Best practices at Tier 3, elementary: Intensive interventions for remediation. *Bloomington, IN: Solution Tree Press, pp. 112–113.*